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AUTHOR White, Roger Crombie
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ABSTRACT

This book describes secondary school teachers' achievements and innovations, examining the historical and political contexts of curriculum development and control in the United Kingdom and analyzing the values and beliefs that have shaped the reforms in schools and colleges over the last 2 decades. It considers the extent to which these changes have acted to challenge the professional autonomy and status of teachers and lecturers and reflects the views of those affected. The book provides an account of the current curriculum provision for students age 14-19 years and highlights the Award Scheme Development and Accreditation Network (ASDAN), one successful example of teacher-led innovation. The book highlights not only the professional imagination but also what it can achieve. There are eight chapters: (1) "History of Curriculum Control"; (2) "Professional Autonomy"; (3) "Curriculum Ideologies and Underpinning Values"; (4) "International Comparisons"; (5) "The Curriculum Map"; (6) "Teachers as Curriculum Innovators"; (7) "The Profession's Perspectives"; and (8) "The ASDAN Award Scheme: A Case Study of Teacher-Led Curriculum Development." Respondents to a questionnaire survey are appended. (SM)

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